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| Subject: Media  The Arts | Name: | Grade: |
| Summative Assessment: Continuity Scene and Presentation  Assessed Criteria: A, B, C, D | | Due Date: |
| **Overview of the Task:**  You will create a short film using an Open Scene Dialog. You will use your knowledge of Continuity Editing and Framing and Movement to add subtext to the film. You will use a two system sound recording system on this project. The film will be between 2 and 5 minutes. You will do a 6-8-minute presentation where you discuss and explain your knowledge and understanding of Continuity Editing, Framing and Movement, Sound Recording artistic processes, and how you innovated Subtext to create the scene. | | |

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| **Specific task guidelines:**   1. Using photographic/cinematographic evidence from your process journal, discuss and explain in detail the skills and techniques you developed in creating your final film. Include all experiments Continuity Editing and Framing and Movement, and Subtext as well as unresolved work in your discussion. 2. Develop a clear rationale with written and visual explanations for your final film. Your rationale should demonstrate a range of interesting ideas where you explore Continuity Editing and Framing and Movement, and Subtext in an innovative way while using a range of equipment, skills, and techniques. 3. All research, investigation, experimentation, exploration, and ideas need to be recorded in your process journal in an organized manner. 4. Your final presentation can be in the form of a short video documentary, slides with recorded narration, or done in front of the class using visual aids. Make sure your presentation is well organized, visually engaging and that you communicate to your audience effectively.   **Formative assessment:**  1. Experimentation with equipment and techniques  2. Development of ideas in process journal  3. Peer and teacher feedback for final film role  4. Revisions and preparations for presentation   |  |  |  | | --- | --- | --- | | **Objective A: Knowing and Understanding** | i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  ii. demonstrate understanding of the role of the art form in original or displaced contexts  iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | **What does this look like?**  **I can…**   * Using examples, I can **discuss** how and why my group set up, shot and editied the scene in a specific way. * I can **explain** the relationship between Continuity Editing and Framing and Movement, and Subtext and storytelling | | **Objective B:**  **Developing Skills** | i. demonstrate the acquisition and development of the skills and techniques of the art form studied  ii. demonstrate the application of skills and techniques to create, perform and/or present art. | **What does this look like?**  **I can…**   * I can **discuss** the techniques and equipment I used **in detail.** * I can **explain** the different skills and techniques I experimented with **using examples**. * I can **improve** my skills by trying **new ways of doing** something. * I can **use** the skills and techniques I learned to make a **high-quality** work of art. | | **Objective C: Thinking Creatively** | i. develop a feasible, clear, imaginative and coherent artistic intention  ii. demonstrate a range and depth of creative-thinking behaviours  iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. | **What does this look like?**  **I can…**   * I can **explore** good and bad ideas, while making **my ideas grow** and become more mature, interesting, and original. * I can **show** that I **think like an artist** by showing a wide range of **examples** (How does an artist think?). * I **use my ideas** to develop and create a meaningful work of art. | | **Objective D:**  **Reflecting** | i. construct meaning and transfer learning to new settings  ii. create an artistic response that intends to reflect or impact on the world around them  iii. critique the artwork of self and others. | **What does this look like?**  **I can…**   * I can **judge** and **evaluate** the strengths and weaknesses of my own work of art. | |

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| **Achievement Level** | **Criterion A: Knowing and Understanding**  **Level Descriptor** | **Criterion B: Developing Skills**  **Level Descriptor** | **Criterion C: Thinking Creatively**  **Level Descriptor** | **Criterion D: Responding**  **Level Descriptor** |
| **0** | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. |
| **1-2** | 1. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology 2. demonstrates **limited** understanding of the role of the art form in original or displaced contexts 3. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **limited** application of skills and techniques to create, perform and/or present art. | 1. develops a **limited** artistic intention that is **rarely** feasible, clear,  imaginative **or** coherent 2. demonstrates a **limited** range **or** depth of creative-thinking behaviours 3. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. | 1. constructs **limited** meaning and **may** transfer learning to new settings 2. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her 3. presents a **limited** critique of the artwork of self and others. |
| **3-4** | 1. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology 2. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts 3. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. | 1. develops an **adequate** artistic intention that is **occasionally** feasible,  clear, imaginative **and/or** coherent 2. demonstrates an **adequate** range **and** depth of creative-thinking  behaviours 3. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. | 1. constructs **adequate** meaning and **occasionally** transfers learning to new settings 2. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her 3. presents an **adequate** critique of the artwork of self and others. |
| **5-6** | 1. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject- specific terminology 2. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts 3. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. | 1. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. | 1. develops a **substantial** artistic intention that is **often** feasible, clear,  imaginative **and** coherent 2. demonstrates a **substantial** range and depth of creative-thinking  behaviours 3. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. | 1. constructs **appropriate** meaning and **regularly** transfers learning to new settings 2. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her 3. presents a **substantial** critique of the artwork of self and others. |
| **7-8** | 1. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology 2. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts 3. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. | 1. develops an **excellent** artistic intention that is **consistently** feasible, clear,  imaginative **and** coherent 2. demonstrates an **excellent** range and depth of creative-thinking  behaviours 3. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. | 1. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings 2. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her 3. presents an **excellent** critique of the artwork of self and others. |

**Assessment Criteria Feedback: (This should be feedback on the actual assessment criteria. What did the student do well? How can the student improve?)**